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ABSTRACT

Aimed at consultants and those responsible for the development of school library media programs, this paper outlines the functions of school library media personnel, with emphasis on their instructional role and their role as agents of societal change. A discussion of entry-level competencies which should be required for school library media specialists covers eight areas, including the relation of library media programs to instructional systems; the administration of library media programs; the selection, organization, utilization, and production of library media; research; and leadership and professionalism. The educational preparation of media specialists in relation to these eight areas of competency is then discusssed. A model of the instructional function of the school media specialist is presented which shows the interaction between teachers and media specialists. There is also a review of research into the instructional role of media specialists. A checklist of national, state, and local planning considerations for library media growth provides extensive recommendations for implementation and possible activities of district or regional media service centers and the provision of consultative services and staff development activities. Also provided are recommendations on the locus of ultimate responsibility for library media programs, relations to library professional associations, government legislation, funding, certification standards, public relations, combination of school and public libraries, cooperation between teachers and media specialists, and related areas. (ESR)

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ROLES AND FUNCTIONS

OF SCHOOL LIBRARY MEDIA PERSONNEL

Background Paper #2

The Organization, Structure, Staffing, and Administration of School Library Media Centers

International Seminar for the Development
of School Media Services
in Elementary and Secondary Education

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The development of excellence in school library media programs in the United States has been a lengthy, exciting, evolutionary process. As changes and advances have been made in curriculum and instruction, so have radical changes and advances been effected in school librarianship. This theme of progress has been characterized by a wealth of experiences, ranging from efforts which did not succeed to many exemplary practices which provide a basis for future growth. The key point here is that the school library media profession is continuing to define its roles in the education of children and young adults. There are certainly many commonly accepted basic principles regarding the function of library media personnel; nevertheless, some of the more innovative role expectations are only beginning to be practiced widely. Therefore, the definition of a "library media specialist" in terms of educational qualifications, competencies, and functions is currently in a process of maturation.

The purpose of this paper then cannot be to identify one and only one model of library media program staffing, administration, and organization. The intent is rather to identify the best practices as they are now perceived and to suggest methods for assisting library media personnel to implement these. A genuine attempt is also made to alert those responsible for the development of school library media programs to some of the barriers to change which can occur. Major areas of attention are (1) the functions performed by school library media personnel in a comprehensive program with

an emphasis upon the instructional role of the school library media specialist and (2) the functions of library media supervisory personnel as agents for change.

FUNCTIONS OF THE
SCHOOL LIBRARY MEDIA SPECIALIST

Each of the functions of a school library media program has implications for educational preparation and for assignment of responsibility for performing the tasks related to the function. A comprehensive library media program, one which can make a demonstrated effect on learning, certainly should be the goal. Each school makes a decision on the nature of the program it will provide for students and teachers through the number and qualifications of library media personnel employed.

The functions discussed here are those which have been identified through research as those which can fully integrate the library media program with school instructional programs in the United States. Even in this country, where most curricular decisions are made at the state and local levels, there are substantial nationwide commonalities in schooling to enable the school library media profession to formulate national goals for building level media programs. These advances in knowledge about the roles of school library media personnel could facilitate other nations in the process of identification of goals for school library media programs in relation to the curricular and instructional programs of their schools.

The major impetus for the identification of program functions was the landmark School Library Manpower Project funded by the Knapp Foundation, a non-governmental agency.[1] Through a multi-phase

research process, the profession has addressed the questions: "What are the functions performed by exemplary school library media specialist?" and "What are the competencies needed in order to perform these functions?" The refined data have provided input to the various state departments of education which establish standards for certification of professional school personnel for their states.[2] Historically, the certification requirements for library media personnel have varied widely from state to state, with some standards being minimal. Likewise, regional agencies which accredit school programs have notable variances in minimum standards for the quantity and quality of school personnel. These guidelines will hopefully upgrade the profession on a nationally consistent basis.

The candidate for certification as a school library media specialist should be able to demonstrate entry-level competency, gained through university education and other experiences in eight broad areas: (1) relation of library media programs to instructional systems; (2) administration of library media programs; (3) selection of library media; (4) organization of library media; (5) utilization of library media; (6) production of library media; (7) research; and (8) leadership and professionalism.

Relation of Library Media Programs to Instructional Systems

The most important competencies needed by a school library media specialist are those which enable the library media program to be an integral part of the school's instructional program. The capital outlay for library media center materials, equipment, facilities, and furnishings is just too expensive to permit the program to be merely peripheral or supplementary to the educational

goals of a school. A library media specialist must be capable of planning the optimum use of all available resources in order to work with teachers in the complex process of helping students achieve. Knowledge in the areas of curriculum planning and of a variety of instructional strategies appears essential. Library media program goals should be consistent with and derived from the school's goals for students. Therefore, the library media specialist must be capable of working with administrators in planning, articulating, and evaluating the program. Knowledge of teachers' concerns and instructional approaches, the ability to assume a teacher's frame of reference, and the ability to team with teachers are also necessary capabilities. For these reasons, a school library media specialist needs the training to be certified as a teacher. As will become evident in the discussion of other competency areas, teacher certification is only a base upon which to build other required library media competencies.

Administration of Library Media Programs

The range of tasks performed in the administration and management of a library media program can vary from school to school depending upon a variety of factors, e.g., the size of staff, the budget, and the extent of services provided by district and other extra-school agencies. Essential to the effectiveness of any program is the systematic development of position descriptions for the library media specialist(s), library media aides and technicians, adult volunteers, student assistants, and others who regularly have library media center duties. The head library media specialist must

be able to: (1) identify the functions to be performed to achieve the program goals; (2) analyze the tasks needed to perform each function; (3) assign responsibility for the tasks; (4) train personnel to perform the tasks; and (5) continuously evaluate the degree to which program goals are being achieved. If a school has only one professional to perform all these tasks (this certainly can be the case but should be considered as a minimum level of staffing), this person needs to prioritize functions in terms of those which will most likely facilitate the achievement of the school's goals. Difficult decisions may have to be made which justify the library media specialist's use of his or her time in furthering the learning of boys and girls rather than merely maintaining a well-organized, under-used collection.

The clever use of time appears to be a major problem in the implementation of a library media program. Therefore, all library media specialists should be able to plan policies and procedures for the efficient and maximum use of facilities and resources. Knowledge of alternative methods for the following is needed: scheduling, arrangement of facilities for use, acquisitions, processing, circulation, and collection maintenance, including inventory, weeding, and withdrawal of materials and equipment.

The ability to plan, justify, expand, and evaluate a cost-effective budget is an essential skill in achieving library media program goals. The identification of and application for sources of funding in addition to those allocated by the local school may also frequently be appropriate. Knowledge of current and prospective legislation regarding schools and libraries facilitates planning

for program expansion.

One of the apparent characteristics of successful library media specialists is the ability to plan, implement, and evaluate on-going positive public relations and report programs.[3] Many school boards, superintendents, principals, teachers, students, parents, and other members of the community may not have a full understanding of the impact which excellent library media programs have on the learning of boys and girls. To effect changes in perceptions, there is a need to tailor public relations programs for each specific public, incorporating: (1) a differential analysis of each public in terms of the goals of the library media program and the degree of awareness that public has of those goals; (2) the establishment of objectives; (3) the identification of the most appropriate mix of strategies to achieve the objectives; (4) the implementation of the strategies; and (5) the evaluation of the effectiveness of this portion of the on-going program in changing the perceptions of the public. The data gathered here should serve as a basis for subsequent components of the public relations program. Judicious use of school and local newspapers, radio, and television can prove beneficial in this process.

The many functions which comprise "administration" clearly indicate that the library media specialist requires competency in a variety of skill areas. A pre-service course in theories of administration which focuses upon methods of translating theory into practice is a basic. Exposure to a variety of alternative approaches through case studies, observation, and/or a supervised internship would be very beneficial for the prospective library media specialist.

Selection of Library Media

Basic to the development of a library media collection which will enable students to achieve the school's goals is the formulation of a selection policy. Input for this written document should be solicited from representatives of as many of the publics listed above as is desirable. The resultant policy statement should be approved by the school board or other agency which promulgates all regulations and policies for the schools. This document should be the guiding spirit behind the selection of all materials and should be consulted continuously as new resources are being considered for a school's collection. Components of a selection policy should be; (1) a statement of a school's philosophy of teaching and learning and the role which library media assume in this concept; (2) a delineation of the goals of the collection; (3) a precise description of the roles and responsibilities of all people, e.g., library media specialists, administrators, teachers, students, parents, who will be involved in the selection process; (4) a definition of the criteria which will be used in the evaluation of materials; and (5) a procedure for the re-evaluation of materials in the collection which may no longer meet the goals for the collection.[4]

The library media specialist must assume a leadership role to assist others in understanding methods of evaluating materials in terms of quality of content, readability, technical aspects, and educational potential for the intended audience of students. A knowledge of learner characteristics is essential here. Maintaining and using a current collection of selection aids and reviewing sources, establishing methods to preview materials prior to purchase,

and staying abreast of the publishing trends greatly facilitate the selection process.

Planning for selection should take the following into consideration: (1) collection balance; (2) budget; (3) materials available through loan from other information agencies; and (4) priorities of needs for the building level collection. Therefore, a library media specialist must have a knowledge of the literature and other materials available for the ages of the students and must be able to determine which specific titles will receive the optimum use. Limited budgets require careful and systematic decision-making in all phases of the selection process.

Organization of Library Media

All library media resources should be organized to permit easy physical and intellectual access by all users. The application of standard methods of classification and cataloging of materials is therefore a basic competency for the school library media specialist. Recent advances (e.g., cataloging-in-publication, commercially available catalog card sets, cataloging and classification available in selection aids such as The Elementary School Library Collection, centralized cataloging services by district or regional agencies) have diminished the amount of original cataloging which the building-level library media specialist needs to perform. However, knowledge of the organization of information and of the information-seeking behaviors of users will indicate if the externally-assigned cataloging and classification requires modification for local needs.

The physical access of resources within a school is also an important factor in organization. Library media specialists should

determine which patterns facilitate the regular, frequent, and optimum use of all materials by all users. Knowledge of the values of special collections, classroom collections, information files, the integrated shelving of all library media, various types of shelving, the central listing of all resources in the card catalog, and other factors needs to be applied to these decisions. Pre-service education should provide experiences not only in accepted methods of organizing information but also in the wide range of alternatives which can maximize use of resources.

Utilization of Library Media

Among the most important tasks performed by library media specialists are those which ensure the optimum use of all resources. Systematically-selected and well-organized collections are not per se effective in the teaching/learning process. The library media professional must assume an active leadership role in assisting teachers and students identify and use specific sources to meet their information needs. In order to do this, a knowledge of the objectives of each instructional unit and of the characteristics of learners is necessary. Furthermore, competency in the identification of the most appropriate types of library media for different sets of objectives and for different learning styles must be applied. For many instructional units, there can be information demands which go beyond the resources of the building-level collection. The establishment of formal and informal networking arrangements with other agencies can extend and enrich learning experiences considerably.

There is evidence (see below, "The Instructional Role of the School Library Media Specialist") that careful planning prior to instruction between teachers and library media specialists can have a meaningful effect on learning. Another major responsibility is that to individual students. Reference and information referral are important services to assist students in answering their curricular and personal interest questions. Concurrently, as students progress through schooling, they should master the library media skills which will enable them to become independent information-seekers. A carefully designed skills curriculum, one which is sequenced for all grade levels, can give students the powerful capabilities to locate, evaluate, apply, and generate information. Such a curriculum should address skills in orientation and organization, selection and utilization, comprehension and application, production and presentation, and appreciation.[5] Library media specialists are certainly uniquely prepared to instill appreciation for literature in students and to expand their interests in reading. A repertoire of media guidance strategies, e.g., storytelling, booktalking, creative dramatics, multimedia presentations, and book discussions, can heighten the love for reading. This special interaction between students, library media specialists, and materials is a cornerstone of a successful program.

Production of Library Media

There will be some occasions when a teacher's instructional needs or a student's personal needs cannot be met through commercially available material. Local design and production of library media can

then be necessary to facilitate the learning process. The library media specialist should have competencies to assist the teacher in the conceptualization and design of materials, and in the evaluation of their educational effectiveness. Capabilities for local production vary widely from district to district and even from school to school within the same district. The extent to which the building level library media specialist will personally supervise production activities will therefore be situational. Knowledge of media design principles and experience with production techniques can expand a school's resources in a meaningful way, even with a minimum of production equipment. There is also evidence that the active use of media by students can be motivational and educational; this is particularly the case with students who have special needs.[7]

Research

Every school library media specialist encounters a range of problems in the implementation of an effective and efficient program. Rather than using mere intuition in identifying methods to solve these problems, the library media professional should be able to use research skills in this process of program improvement. The research literature of education and school librarianship can suggest alternative resolutions to test (or to avoid) and can outline appropriate methodologies. Undertaking systematic local action research can be an inexpensive strategy in removing barriers to program excellence. Certainly, a library media specialist must have the skills and motivation to be an up-to-date and critical consumer of research, and, as important, the skills and self-perception to

conduct research. Too frequently in the past, research has been viewed as the sole province of university educators, but fortunately the research role for school personnel is gaining broad acceptance in library education curricula and in the profession at large.[8]

Leadership and Professionalism

The person who performs all of the functions described above is most assuredly a leader in the implementation of the school's entire curriculum. Therefore, leadership, group dynamics, and communication skills are essential for the quality interactions a library media specialist has with administrators, teachers, students, and others on a daily basis. The ability to initiate and sustain a dialogue with others can be a major factor in the degree of success of a library media program. The attitudes and skills to conduct meaningful staff development experiences can also greatly enhance the use of the program. The ability to self-assess personal continuing education needs and to identify ways to meet those needs should also lead to improvements in program services.

Just as a library media specialist is a leader within the school, so should he or she strive to become a leader within the profession. Participation in professional associations, furthering the widespread acceptance of a code of professional ethics, expanding public awareness of the importance of libraries, and through all personal actions improving the image of the profession are responsibilities of all school library media specialists.

Educational Preparation of School Library Media Specialists

The model which identifies the areas described above suggests

that the candidate demonstrate entry-level competency in all areas for the initial certification. A persistent question deals with the types of pre-service experiences which constitute the most appropriate avenues into the profession. Which skills and attitudes required to implement a school library media program are best learned in an undergraduate program, in a graduate program, on the job, as a teacher, through workshops, short courses, or institutes, in a technical program, as a media aide, or in other ways? Although a current pattern gaining some acceptance by certification agencies is a graduate degree from a multi- or single-purpose library education program, there are other alternatives which may be more immediately applicable in areas facing a shortage of qualified personnel. The majority of states recognize preparation at the undergraduate level as the initial entry point into the profession. The components of this educational program should consist of experiences to certify the candidate as a teacher with a specialization (major or minor) in library media. Two vital considerations are apparent here: (1) The library media specialization must be a carefully-planned program and not merely the accumulation of a specified number of credit hours. The library media faculty should design this program so that all who complete it can demonstrate basic competencies at an entry-level; and (2) a supervised internship in an exemplary school library media program administered by a "master" library media specialist can be a most effective means of assisting the student bridge theory and practice. Student teaching in a classroom cannot prepare a candidate for the substantial differences between the positions of "teacher" and of "library media specialist."

The complexities of the role of the school library media specialist

truly do require additional education after the initial certification has been earned. The philosophy that a masters degree (or even a sixth-year program) is needed is that there has been a shift from equating library media specialists with classroom teachers to equating them with other specialists within the school such as guidance counselors and school psychologists.

As library media personnel move to the full integration of the library media program into the school's instructional program, there is a need to combine a broad range of competencies, many of which may be beyond the scope of most undergraduate programs. One of the most effective methods for making a demonstrated and visible effect on student learning is through working with teachers in an instructional capacity. In fact, the degree to which school library media programs survive in a climate of reduced budgets, accountability, and other forces on schooling may well be contingent upon making the program absolutely essential to, rather than peripheral to, the instruction of every teacher. The assumption of the instructional role, i.e., using competencies in a pro-active manner, should therefore become a high priority for library media personnel and for the library education programs which prepare them.

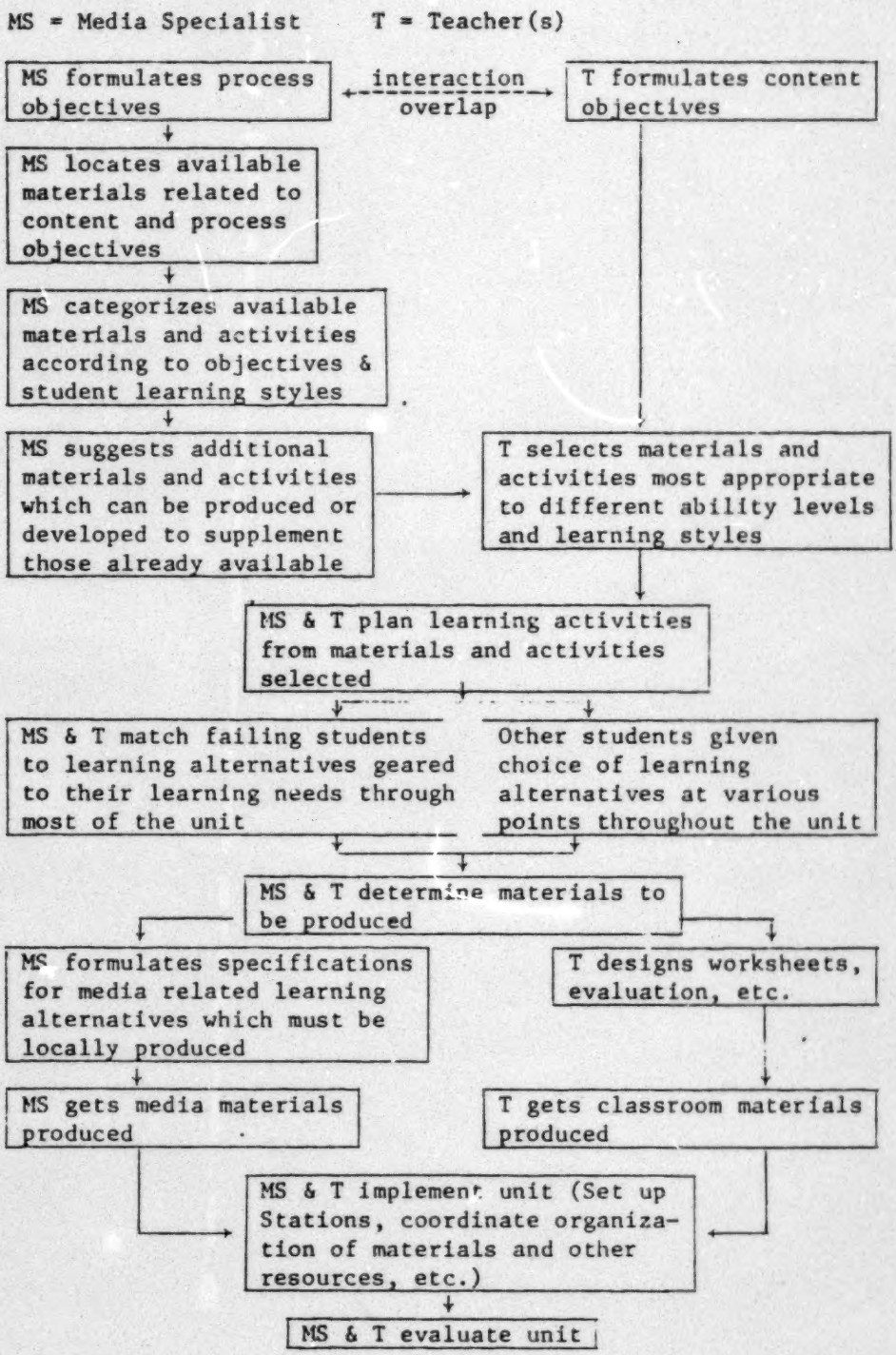
The Instructional Role of the School Library Media Specialist

One of the major goals of the school library media profession has always been the optimum and maximum use of resources in the education of boys and girls. In recent years a number of conceptual and tested models have been developed which give direction for achieving this goal in a systematic way.[9] The research of Shirley

Aaron has refined a model which appears to be one of the most useful for illustrating in a sequential order of tasks the ways in which a teacher and a school library media specialist can collaborate in planning, implementing, and evaluating an instructional unit (see Figure 1). As tested in the Personalizing Instruction for the Middle School Learner Project, students whose instruction was designed by a school library media specialist and teachers scored significantly higher than a control group on academic achievement[10] and self-concept measures.[11]

Consistent patterns in research related to the instructional role have emerged in three predominant areas: (1) attitudes toward the role of the school library media specialist of teachers, administrators, and of school library media specialist themselves; (2) competencies of the school library media specialist; and (3) building-level library media program staffing.

(1) Many studies have identified the instructional role as a primary function of the future school library media specialist.[12] For this role to be widely implemented, there is considerable evidence that changes in the perceptions of and expectations for the school library media specialist will have to occur. The majority of perception studies have found that this instructional role is not fully understood by administrators and teachers. A corollary is that the school library media specialist himself or herself must view the instructional role as a necessary program function and must feel competent to perform it.[13]


MS = Media Specialist
T = Teacher(s)
MS formulates process objectives
interaction overlap
T formulates content objectives
MS locates available materials related to content and process objectives
MS categorizes available materials and activities according to objectives & student learning styles
MS suggests additional materials and activities which can be produced or developed to supplement those already available
T selects materials and activities most appropriate to different ability levels and learning styles
MS & T plan learning activities from materials and activities selected
MS & T match failing students to learning alternatives geared to their learning needs through most of the unit
Other students given choice of learning alternatives at various points throughout the unit
MS & T determine materials to be produced
MS formulates specifications for media related learning alternatives which must be locally produced
T designs worksheets, evaluation, etc.
MS gets media materials produced
T gets classroom materials produced
MS & T implement unit (Set up Stations, coordinate organization of materials and other resources, etc.)
MS & T evaluate unit

Consultation between teacher(s) and the media specialist occurs throughout each step of the model.

Figure 1. Model of the Instructional Function of the School Media Specialist [14]

(2) The school library media specialists who are most likely to assume an active role in curriculum and instruction are those who have competencies in most of the following: curriculum planning, implementation, and evaluation strategies; the analysis of materials in terms of their utilization to achieve specific instructional objectives; the conceptualization and design of media to achieve objectives; human relations and group dynamics, including the capability to initiate communication with colleagues; and the ability to assume a teacher's frame of reference.[15]

(3) The frequency with which the school library media specialist assumes an active role in curriculum and instruction is directly related to the size of the library media staff.[16]

This role may appear to be only a long-range goal for library media programs in the early stages of development, but the intense focusing upon it by library media education programs and supervisors can compress the time needed to assume it. Although the Aaron model is based upon the differentiation of staff, there is anecdotal evidence that many single professionals in a building are performing this role continuously and systematically. The critical factor appears to be a library media specialist who prioritizes this activity, and not size of the collection or of the facility. Concomitantly, teachers and administrators should be prepared through their education to expect this as a regular function of the library media program.

Impetus for advancing the profession should also come from library media professionals who are agents for change outside of the school

building. The nature and extent of services performed by supervisors at the district, regional, state, and/or national levels can have a meaningful effect upon the quality of library media programs available to boys and girls within individual schools.

LIBRARY MEDIA SUPERVISORY PERSONNEL AS AGENTS FOR CHANGES

School library media development in the United States has progressed at different rates in different areas of the nation. Historical, political, economic, and demographic factors have effects on the planning and implementation of all public services and systems, and they most assuredly must be considered in the context of the improvement of education. Similarly, technological advances and resource availability vary among geographical areas, and the potential for development may not be the same in a remote area as in an urban setting.[17] Nevertheless, there do appear to be some basic considerations for planners of library media growth, regardless of the setting.

(1) The locus of ultimate responsibility for library media programs should be the agency which has the most influence, whether that is the Ministry of Education, the National Library, a State Department of Public Instruction, or other.[18]

(2) School librarianship should have a high visibility and regard within professional associations for all types of librarians.[19]

(3) National and/or state legislation should specifically provide for library media programs, at both elementary and secondary levels.[20]

(4) Categorical funding for library media personnel, collections, supplies, and facilities should be a regular part of national, state, and local budgets. The recognition that well-trained staff is the top priority should be reflected in the budgeting process. If appropriate, instill the concept of the maintenance of local effort as a condition of receiving federal and state monies.[21]

(5) Certification standards should be established which will gradually upgrade the profession and which will motivate current library media personnel to participate in continuing education experiences.[22]

(6) School library media leaders should establish realistic long-range plans for school library media development which can serve as meaningful guidelines for assessing current status and establishing goals for program expansion. A multi-phase plan, with the initial phase serving as minimum standards, can greatly facilitate the planning process within a school.[23]

(7) Prior to the implementation of national models in geographical areas which have considerable cultural diversity, undertake appropriate ethnographic and anthropological research.[24]

(8) Library media supervisory personnel should plan and implement an on-going program of articulating to administrators and to the public the roles exemplary library media programs can have in the learning of

girls and boys.

(9) The establishment of district or regional centers which provide a range of services can free building-level library media personnel from time-consuming clerical tasks. Materials collections at these centers can also supplement -- but should not supplant --- the resources of individual schools. Formal arrangements for the use of these services and collections should be established with the authority for governance clearly delineated. Contractual links with individual schools may be desirable. The following list of services is a representation of the variety which regional centers might provide.[25]

A. The identification of all information agencies in a designated geographical area and the coordination of access to the resources which might be shared between and among them;

B. Consultative and staff development services (see below #10);

C. Centralized acquisition, processing, and cataloging and classification of materials. Performance of these functions at the regional level can be a cost-effective method of deploying library media personnel and can enable schools to reap the benefits of technological advances which facilitate these functions. Similarly, centralized purchase of furniture and equipment can frequently result in substantial savings;

D. The maintenance of a union list of resources in a geographical area;

E. The design of media skills curricula, broad in scope and appropriately sequenced, and the provision of materials to support these curricular plans;

F. The provision of reference, referral, bibliographic, and interlibrary loan services;

G. The development of collections of materials whose cost could be beyond the means of individual schools, e.g., 16mm films, expensive art prints, selected reviewing journals and selection aids.

H. The maintenance of an up-to-date examination collection which school personnel can use in the selection process;

I. The establishment of delivery systems which extend access to the resources needed by students and teachers at the time they are needed.

J. The provision of library media production facilities for those more sophisticated formats not available at the building level, and the repair of equipment.

K. The coordination of the use of instructional television, radio, dial-access systems, and the like.

L. The provision of print services for newletters, other publicity materials, handbooks, and other types of school publications.

The above listing is not exhaustive but does convey the wide

variety of possible benefits to building level library media personnel through regional service centers. In areas in which school library media centers are in the initial stages of development, it would appear that the consultative services (#9B) and the centralization of technical functions (#9C)would be the most essential.

(10) Consultative services and staff development should be provided to all building level library media personnel. This role of the library media supervisor is particularly critical when programs are not staffed by fully-qualified persons. Even in those areas where building-level personnel are highly trained, continuing education opportunities are essential for the maintenance and upgrading of competencies. A coordinated system for staff development should be planned which can respond in realistic and meaningful ways to the expressed needs of library media personnel. The provision of consultative services should be viewed as a component of this system.[26]

Design of quality experiences which will result in the intended behavioral and/or attitudinal changes must follow a systematic set of criteria and be conducted by trainers who have specific traits:

A. Many well-intentioned educational activities which have not been successful have likely failed to consider all of the following: (1) the <u>specific</u> needs of the client group or individual have been assessed; (2) specific, measurable, and/or observable learning objectives have been stated; (3) the program is systematically designed and delivered to meet

the statement of objectives; (4) the program content is current and timely; (5) the educational offering is promoted responsibly; and (6) evaluation is an integral and on-going part of the program to ensure that the objectives are indeed being achieved.[27]

B. The trainer should have many skills which translated into teaching people to help themselves and to gain the skills to become change agents themselves. The consultant should help clients avoid becoming dependent upon external assistance but instead become self-renewing problem-solvers. There is also a need to help prioritize the types of in-service needed, to decide the amount of time and types of materials needed, to identify local staff to be involved, and to assess degrees to which the educational experiences have resulted in change. The supervisor needs to demonstrate interpersonal communication skills, a willingness to change, a respect for those who hold differing points of view, a facility to balance large and small issues, the ability to elicit confidence on the part of others, the resourcefulness to be a responder and an initiator at the same time, and flexibility.[28] A major factor to be recognized here is that professionals are by nature conservative, i.e., they adopt successful ways of working on a daily basis and are, therefore, resistant to changes in the comfortable status quo. Continuing education providers need to arm themselves with a repertoire of methods to motivate library media personnel to cope with the psychological threats which

change may hold.[29]

(11) Serious consideration should be given to the optimum use of all resources in a community. In areas where there are no or few library services, the planned combination of school and public libraries can be a viable option. Concerns here are the provision of staff and materials which can meet both the school's goals and the public's needs.[30]

(12) If teacher centers exist or are being developed, the library media supervisor should work closely with the administration to ensure that teachers are exposed to innovative uses of library media in their instruction and to the expectations they should have of school library media personnel.[31]

(13) As schools incorporate radio and/or television stations, consideration should be given to making the programming available beyond the school, thereby increasing total community involvement in school activities.[32]

Library media supervisors thus have major leadership responsibilities in the development of building-level library media programs. The continuous promotion of these programs, the emphasis upon the need for qualified library media personnel in sufficient quantity, and the provision of certain services outside of the school to enable building-level personnel to spend more time in professional functions should be major objectives for supervisors. The best methods and models may vary from nation to nation, and even from region to region within one nation, but the goal should be the same: visible contributions to student learning through comprehensive and exemplary school library media programs.

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9. Particularly insightful are Ruth Ann Davies, The School Library Media Program: Instructional Force for Excellence. 3d ed. New York: Bowker, 1979, especially pp. 89-93; William E. Hug, Instructional Design and the Media Program, Chicago: American Library Association, 1975; Margaret E. Chisholm and Donald P. Ely, Instructional Design

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10. Shirley L. Aaron, Personalizing Instruction for the Middle School Learner: The Instructional Role of the School Media Specialist. Tallahassee: Florida Department of Education, 1975.

11. Gerald G. Hodges, "Self Concept Change in Students Whose Instruction Was Designed by a Media Specialist and Teachers Utilizing Cognitive Style Mapping," (Ph.D. dissertation, University of Florida, 1977).

12. A representative study for the use of the Delphi methodology and for the findings is Mary E. Kingsbury, "Future of School Media Centers," School Media Quarterly 4:19-26, 1975.

13. There are a wealth of studies related to perceptions. Representative of the whole are Elaine Parker Adams, "An Analysis of the Relationship of Certain Personality Factors to the Amount of Time Allotted to Specified Public Service Tasks by Selected School Librarians" (Ph.D. dissertation, University of Southern California, 1973); Dorothy Lorraine Ingalls Hellene, "The Relationship of the Behavior of Principals in the State of Washington to the Development of School Library Media Programs" (Ph.D. dissertation, University of Washington, 1973); Fred C. Pfister and Karen Alexander, Discrepancies between Actual and Ideal Roles and Functions of Texas School Librarians as Perceived by School Superintendents, Principals, and Librarians: Report of a Study (ERIC Document Reproduction Service,ED 134 188); Janet G. Stroud, "Comparing Media Staff and User Perceptions of School Media Center Services" (ERIC Document Reproduction Service, ED 143 374, 1976).

14. Aaron, p. 5.

15. See especially Shirley Louise Aaron, "The Role of the School Media Program in the Curriculum," The Southeastern Librarian 27:221-226, Winter 1977; Helen Leppard Callison, "The Impact of the School Media Specialist on Curriculum Design and Implementation" (Ph.D. dissertation, University of South Carolina, 1979); Graham Peter Corr,"Factors That Affect the School Library Media Specialist's Involvement in Curriculum Planning and Implementation in Small High Schools in Oregon" (Ph.D. dissertation, University of Oregon, 1979); Evelyn Hope Daniel, "The Organizational Position of School Media Centers: An Analysis of the Role of the School Library and the School Librarian" (Ph.D. dissertation, University of Maryland, 1974); Phillip M. Turner and Nina N. Martin, "Instructional Development at the K-12 Level: Attitudes and Activities," The Southeastern Librarian 19:15-18, Spring 1979.

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